



SAFER SCHOOLS AND CAMPUSES
**BEST PRACTICES
CLEARINGHOUSE**

- Lessons from the Field -

***Strategies for Preventing Substance Use
Within Multi-Tiered System of Supports
During the COVID-19 Pandemic***

OCTOBER 27, 2021



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)



School Climate Improvement Resource Package



ED School Climate Surveys



Trauma-Sensitive Schools Training Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Improving Higher Education Learning Environment



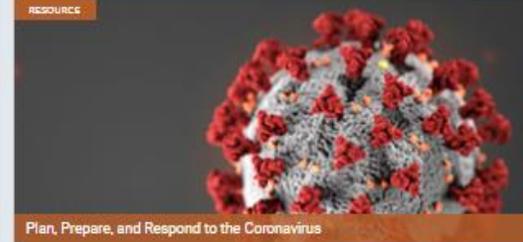
Supporting Trauma Recovery



Promoting Mental Health



Responding to Covid-19



Plan, Prepare, and Respond to the Coronavirus



In Recognition of Bullying Prevention and Awareness Month and Beyond, Get the Latest Research



To Help Protect Children, Share COVID Safety Strategies with Families



Promote Inclusive School Policies and Programs to Support Students from the LGBTQ Spectrum



Work Towards Healthier Nutrition and Physically Active Environments in Schools

FEATURED EVENTS

UPCOMING

Integrating Trauma-Informed (TI) Approaches and Social and Emotional Learning (SEL): Journey of Three Districts

October 13, 2021 - 2:00 PM EDT

MORE

UPCOMING

Lessons from the Field - Supporting Student Health Through School Nutrition

October 06, 2021 - 3:00 PM EDT

MORE

PAST

Lessons from the Field - Safe and Supportive Early Learning: Lessons Learned for the New School Year

September 09, 2021 - 3:00 PM EDT

MORE

VIEW ALL EVENTS

To access information and archived materials from previous Lessons from the Field webinars, go to: <https://safesupportivelearning.ed.gov/lessons-field-webinar-series>

FEATURED RESOURCES

EXTERNAL RESOURCES

Community Violence Priority: Legislation to End Urban Gun Violence

Becoming Trauma Informed: Talking the First Step to Becoming a Trauma-Informed School

Why School-based Mental Health?

Helping Children Transition Back to School

Guidance for COVID-19 Prevention in K-12 Schools

Community Violence Priority: Legislation to End Urban Gun Violence

Addresses the direct link between gun violence and the rise in violent crime while providing immediate strategies and steps for gun control and preventing gun trafficking across state lines.

MORE





Logistics

Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

Technical Issues

For assistance during the webinar, please contact
Claire Viscione at cviscione@air.org.

This webinar is being recorded and will be archived at the following location:
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-strategies-preventing-substance-use-within-multi-tiered-system>



The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



Initial Polling Questions

1. What is your role?

- School administrator
- Student Support Personnel
(School Counselor, Social Worker, Psychologist)
- Other local education agency staff
- State educational agency staff
- Parent/Family member
- Community member
- Advocate
- Tribal government
- Other

2. Throughout this pandemic period, how would you describe your concern for substance use issues among students?

- No change in my concern.
- My concern has increased.
- My concern has decreased.
- I don't know.

3. Which of the following infrastructures are available within your school/district to support substance use issues in your student population? (Check all that apply.)

- Prevention services
- Referral services
- In-house intervention support
- Other supports
- Not applicable



Agenda

- 1 Introduction and Logistics
- 2 Youth Mental Health and Substance Use: The COVID Effect
- 3 Developing Student Assistance Programs
- 4 Using MTSS/PBIS Frameworks to Address Substance Use Prevention
- 5 Panel Discussion
- 6 Wrap Up & Closing



Speakers



Ruth Ryder

Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education



Marci Hertz

Senior Behavioral Scientist, Division of Adolescent and School Health, Centers for Disease Control and Prevention



Rob Vincent

Associate Administrator for Alcohol Prevention and Treatment Policy, Substance Abuse and Mental Health Services Administration



Renee Bradley

Education Program Specialist, Office of Special Education Programs, U.S. Department of Education



Erin Wick

Senior Director, Capital Region ESD113 (WA)



Elizabeth Suddath

Executive Director of Prevention Services, Oklahoma State Department of Education



Matt Wicks

Supervisor of Athletics, P.E., Health & Drivers Ed. Office for Leading and Learning, Pasco County Schools (FL)

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-strategies-preventing-substance-use-within-multi-tiered-system>



National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

Youth Mental Health and Substance Use: The COVID Effect

Marci Hertz, M.S.
Senior Health Scientist

Centers for Disease Control and Prevention (CDC)

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention (NCHHSTP)

Division of Adolescent and School Health (DASH)



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention



Pre-COVID Youth Mental Health and Substance Use

Youth Risk Behavior Survey (YRBS)

Trends in High-Risk Substance Use & Mental Health 2009-2019



High-risk substance use is declining but still too high

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	Trend
Ever used select illicit drugs	
Ever injected illegal drugs	
Ever misused prescription opioids ⁺	—
Recently misused prescription opioids [‡]	—

Adolescent mental health trends are moving in the wrong direction

THE PERCENTAGE OF HIGH SCHOOL STUDENTS WHO:	Trend
Experienced persistent feelings of sadness or hopelessness	
Seriously considered attempting suicide	
Made a suicide plan	
Attempted suicide	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	



In wrong direction

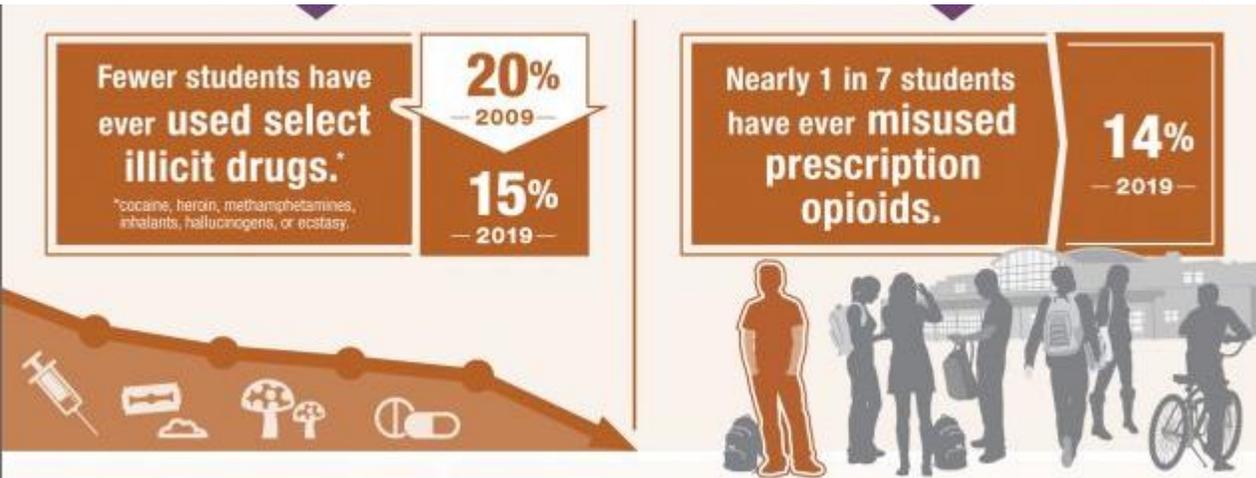


No change



In right direction

Youth Risk Behavior Survey: High Risk Substance Use and Mental Health Challenges





Impact of COVID on Substance Use and Mental Health

The Pandemic Effect: Impact on Mental Health



Recent studies exploring the impact of COVID-19 on child and adolescent mental health found:



Associations between loneliness and depression and mental health problems after social isolation in children and youth¹



Increases in depressive symptoms and anxiety and decreases in life satisfaction among youth²



Increases in the proportion of emergency department mental health visits for children and teens³



Increases in emergency department visits for suspected suicide attempts among adolescents, especially girls⁴

Increases in Frequency of Substance Use During Pandemic Among Those Using, Associated with Fear and Anxiety



Study of Canadian High School Students (n= 1,054; ages 16-18)¹

- **Increase in frequency** (# of days) of **alcohol and cannabis use for girls**
- 42.0% of those using substances **used with their parents**
- Adolescents with **greater fears** of COVID-19 and more **depressive** symptomology were significantly **more likely** to engage in **solitary substance use only**

Adolescent Brain Cognitive Development Study (n=7,842; ages 10-14)²

- Compared to pre-pandemic, **fewer** youth reported using **alcohol**; **more** reported using **nicotine** or **misusing prescription drugs**
- Youth endorsing **extreme stress** were 2.37 times **more likely to use** any substance than those reporting very slight stress during the pandemic
- Youth whose households **lost income** due to COVID were 1.23 times more **likely** to use **any substance**

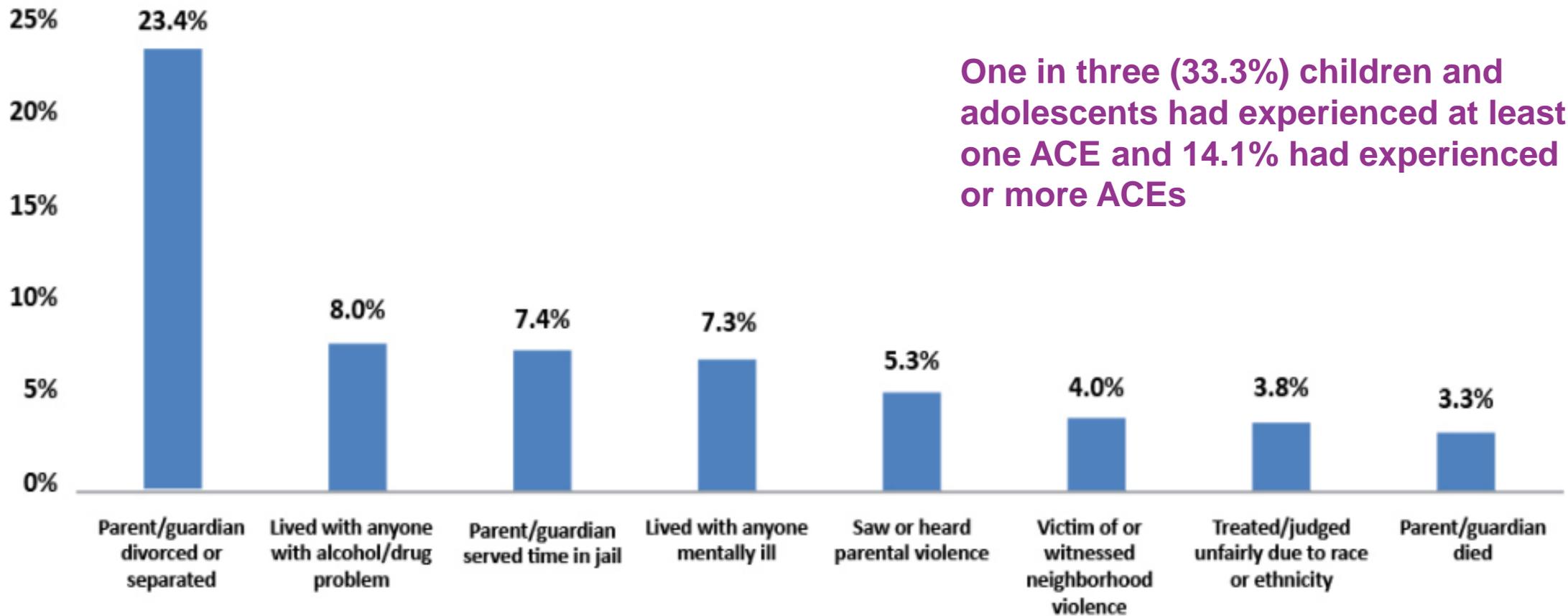


Potential Explanations

Adverse Childhood Experiences (ACEs)



Prevalence of Parent-Reported Adverse Childhood Experiences among Children ages 0-17, 2017-2018



One in three (33.3%) children and adolescents had experienced at least one ACE and 14.1% had experienced two or more ACEs

ACEs Can Have Lasting Effects on Behavior and Health

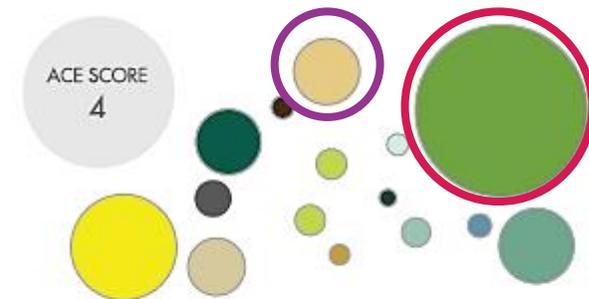
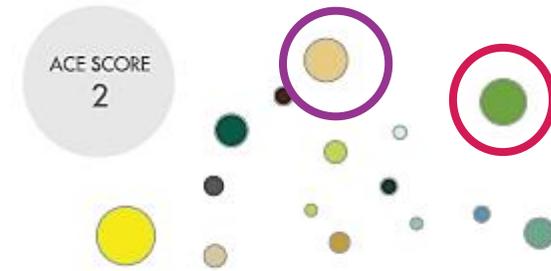


PHYSICAL & MENTAL HEALTH

- SEVERE OBESITY
- DIABETES
- DEPRESSION
- SUICIDE ATTEMPTS
- STDs
- HEART DISEASE
- CANCER
- STROKE
- COPD
- BROKEN BONES

BEHAVIORS

- LACK OF PHYSICAL ACTIVITY
- SMOKING
- ALCOHOLISM
- DRUG USE
- MISSED WORK





Schools Play a Critical Role in Youth Mental Health

Feeling Connected to Family and School Has Long-Lasting Positive Effects on Adolescents Well Into Adulthood

Strong connections to
FAMILY and **SCHOOL**

Can lead to decreases in

PHYSICAL
VIOLENCE



MULTIPLE
SEX PARTNERS



RX
MISUSE



EMOTIONAL
DISTRESS



STD
INFECTION



ILLICIT
DRUG USE



References From Slide 5



1. Loades ME, Chatburn E, Higson-Sweeney N, Reynolds S, Shafran R, Brigden A, Linney C, McManus MN, Borwick C, Crawley E. Rapid systematic review: The impact of social isolation and loneliness on the mental health of children and adolescents in the context of COVID-19. *J Am Acad Child Psy.* 2020
2. NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. Risk and protective factors for prospective changes in adolescent mental health during the COVID-19 pandemic. *J Youth Adolesc.* 2021;50(1):44-57. doi:10.1007/s10964-020-01332-9.
3. Leeb RT, Bitsko RH, Radhakrishnan L, Martinez P, Njai R, Holland KM. Mental health-related emergency department visits among children aged <18 years during the COVID-19 pandemic - United States, January 1-October 17, 2020. *MMWR Morb Mortal Wkly Rep.* 2020;69(45):1675-1680. Published 2020 Nov 13. doi:10.15585/mmwr.mm6945a3.
4. Yard E, Radhakrishnan L, Ballesteros MF, et al. Emergency Department Visits for Suspected Suicide Attempts Among Persons Aged 12–25 Years Before and During the COVID-19 Pandemic — United States, January 2019–May 2021. *MMWR Morb Mortal Wkly Rep* 2021;70:888–894. DOI: <http://dx.doi.org/10.15585/mmwr.mm7024e1>.

For More Information



- Web: www.cdc.gov/healthyyouth
- Twitter: @CDC_DASH
- E-mail: nccddashinfo@cdc.gov
- Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention



Implementing Prevention and Early Intervention Programs for Youth

Erin Wick, MBA SUDP
Senior Director
Capital Region ESD113

Robert Vincent, MS.Ed.
Associate Administrator for Alcohol
Prevention and Treatment Policy
Center of Substance Abuse
Prevention

Dept of Ed Lessons From the Field
October 27, 2021



Realities of Youth Today

- There were 73 million children in the U.S. in 2019—22 percent of our nation's population.
- In 2019, children of color made up 49.8 percent of all children and the majority of children are under 5.
- Nearly 1 in 7 children—more than 10.5 million—were poor in 2019.
- More than 1.5 million children enrolled in public schools experienced homelessness during the 2017–2018 school year.
- More than 651,000 children were victims of abuse and neglect in 2019.

Source: Children's Defense Fund, *The State of America's Children*® (2021)

Realities of Youth Today

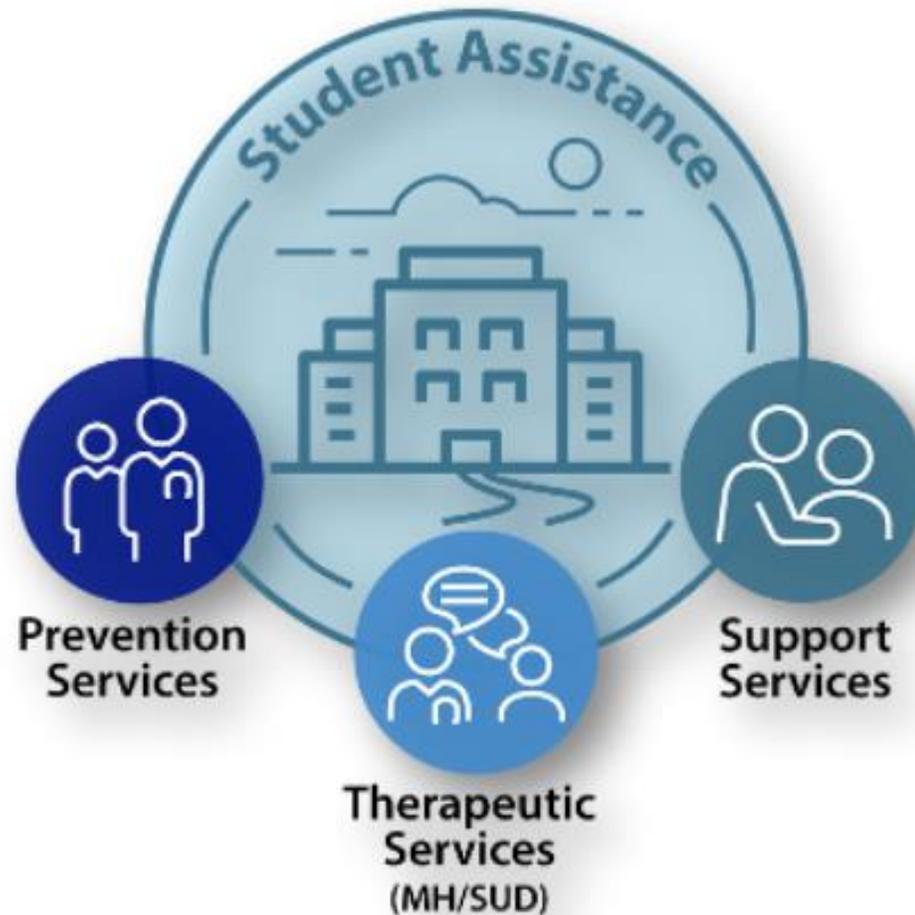
- Alcohol is used more widely than tobacco, marijuana, and other drugs by our nation's young people under age 21.
- An alcohol-related family problem is in one of every 4 U.S. homes.
- Almost one million underage youth are heavy drinkers.
- Six percent of 12th graders report consuming 10 or more drinks in a row on a single occasion.
- Alcohol is the leading contributor to injury deaths under age 21.
 - 3,500 alcohol injury and overdose deaths
 - As of 2017, it far exceeded the number of opioid deaths (1,034)

Sources: Grant, B.F.(2000). Estimates of U.S. children exposed to alcohol abuse and dependence in the family. American Journal of Public Health, 90 (1), 112-116.
Miech et al., 2018
Stahre, Roeber, Kanny, Brewer, & Zhang, (2014), NSDUH data; CBHSQ, 2018a
MTF data; Miech et al., 2018

Need and opportunity to expand our efforts to prevent, intervene, and treat SU/MH in School-Based Settings

1. The need to expand prevention, therapeutic (SU/MH) and support services in school-based settings
2. The cost, access, and quality chasm of adolescent substance use disorder treatment
3. Why schools and existing school-based programs should address SU/MH concerns
4. Demonstrating the feasibility, effectiveness, and cost-effectiveness of SUD prevention and treatment in school-based settings
5. Other challenges of identifying and intervening with youth in school-based settings

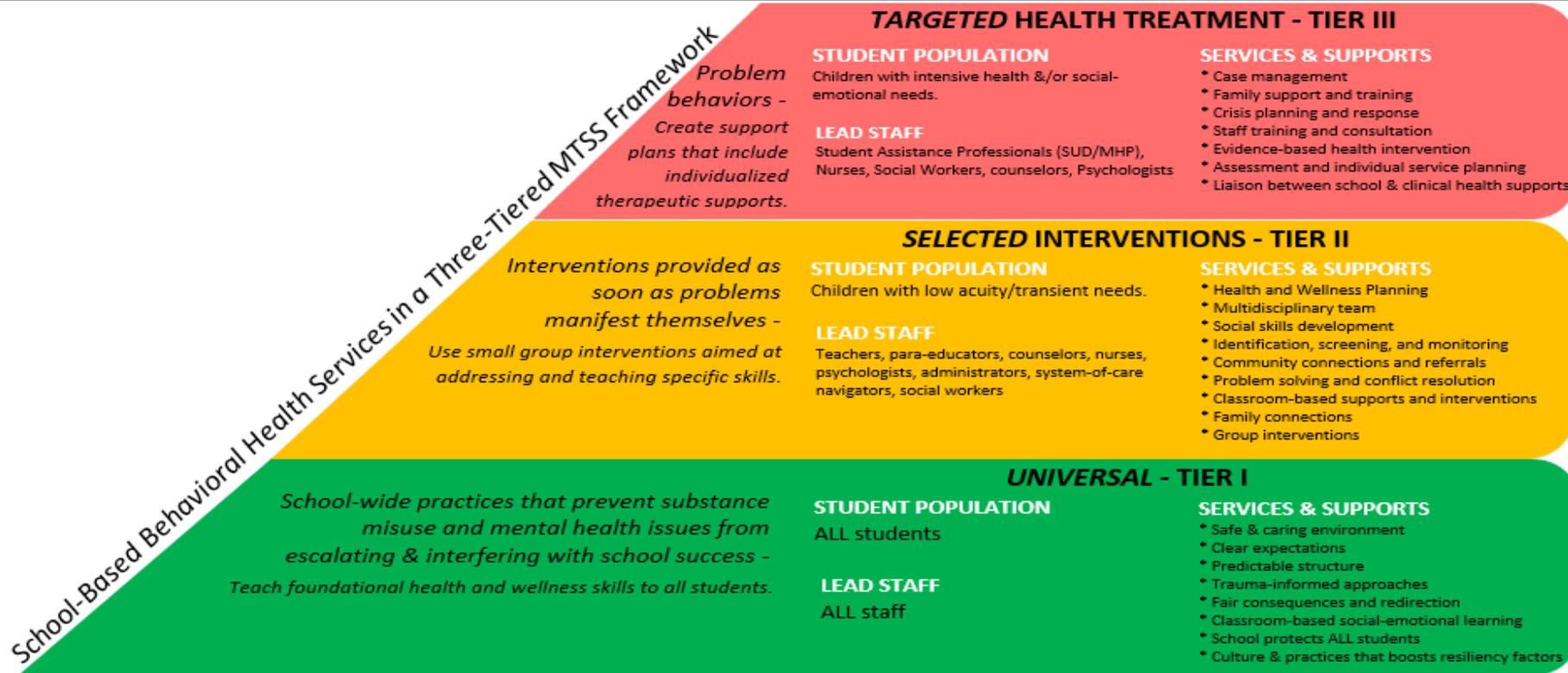
What is Student Assistance?



Multi-Tiered Systems of Support

COMPREHENSIVE STUDENT ASSISTANCE PROGRAMS

For School-Based Behavioral Health Services within a
Multi-Tiered System of Support (MTSS) Framework



SCHOOL-BASED BEHAVIORAL HEALTH SERVICES INDICATORS

School Leaders & Staff	School Culture	Families & Community	Students
<ul style="list-style-type: none"> Specialized Training Health, Wellness and SA/Mental Health awareness ACEs awareness Social & Emotional Learning Universal Design for Learning training on the framework to improve and optimize teaching and learning for all people Trauma informed support system Increased attention and awareness to disproportional discipline practices Enhanced policies, procedures, & practices to address priority students 	<ul style="list-style-type: none"> Connecting at-risk students with systems of support Curriculum in the school addressing prevention, problem-solving, empathy, and resilience Increased trauma awareness and sensitivity across the school supporting students in feeling physically, socially, emotionally, & academically safe. Healthy, Safe, & Trusted school environment that is maintained & sustained 	<ul style="list-style-type: none"> Increased social & emotional awareness Expanding successful opportunities for learning to ALL Increased resources to enhance family and community supports to students Increased substance misuse and mental health awareness by family and community Advocacy and awareness to address social norming regarding substance abuse Parents and community involved in schools 	<ul style="list-style-type: none"> Improved attendance and GPA Increased high school graduation Decreased suspensions & expulsions Increased Course Completions Reduced involvement with justice system & child protective services Increased supports for at-risk students Increased early warning systems to connect students to supports Increased early detection of substance misuse and mental health issues and connections to behavioral health services

Considerations for Implementation

- Integration with other school initiatives
- School commitment
- Selection of service delivery model
- Confidentiality
- Quality implementation
- SAMHSA's Strategic Prevention Framework
- Understanding risk and protective factors
- Adolescent development



SAMHSA's Strategic Prevention Framework

SAMHSA Block Grant Categories

Information Dissemination

- Clearinghouse/information resource centers
- Resource directories
- Media campaigns' public service announcements
- Brochures
- Speakers Bureaus' radio/TV appearances
- Information lines

Education

- Classroom and/or small group sessions
- Peer leader/helper programs (peer conflict mediation programs)
- Bullying programs
- Education support groups for children of substance abusers, other at high risk of use, suicide, violence, etc.
- Parenting and family management classes

Alternatives

- Drug-Free dances and parties (Operation Program/Graduation)
- Youth/adult leadership activities
- After-school programs
- Community recreation and drop-in centers (Boys/Girls Clubs)

Problem Identification & Referral

- Student Assistance Programs (Referral and Problem solving/case management components)
- Employee Assistance Program
- Intervention programs associated with disciplinary offenses, juvenile court complaints, or DUI convictions

Community Capacity-building

- School-Community team training
- Systematic community planning
- Multi-agency coordination and collaboration

Community Norms and Policies

- Establishing and periodically reviewing schools policies pertaining to violence, alcohol, tobacco and other drug use
- Policies used by school, law enforcement, and juvenile court
- Modifying alcohol and tobacco advertising practices
- Merchant and vendor training to prevent underage access to alcohol

Student Assistance—A Guide for School Administrators



Purpose: Provides school leaders and administrators with key information about student assistance services for substance use and mental health initiatives.

Student Assistance Discussion Starter Video



Purpose: Depicts the role the student assistance professional plays. It provides practical examples of when and how school professionals should engage the student assistance team.

Using MTSS/PBIS Frameworks to Address Substance Use Prevention

Reduced heavy substance use when implemented with fidelity

Primarily focuses on creating and maintaining positive, safe, predictable learning environments

- Reducing risk factors and promoting protective factors
- Children, students, teachers and providers feel a sense of belonging and connection

Provides a structure for organizing practices and supports

- Differentiated based on student need - All, Some, Few
- Customized based on student(s) needs
- Adding practices more successful



Using MTSS/PBIS Frameworks to Address Substance Use Prevention (continued)

- Use of data for prevention and support: screeners, early indicators, risk factors
- Teaming, collaboration, stakeholder engagement
 - more easily add additional expertise
 - community resources
 - family engagement

Additional Resources

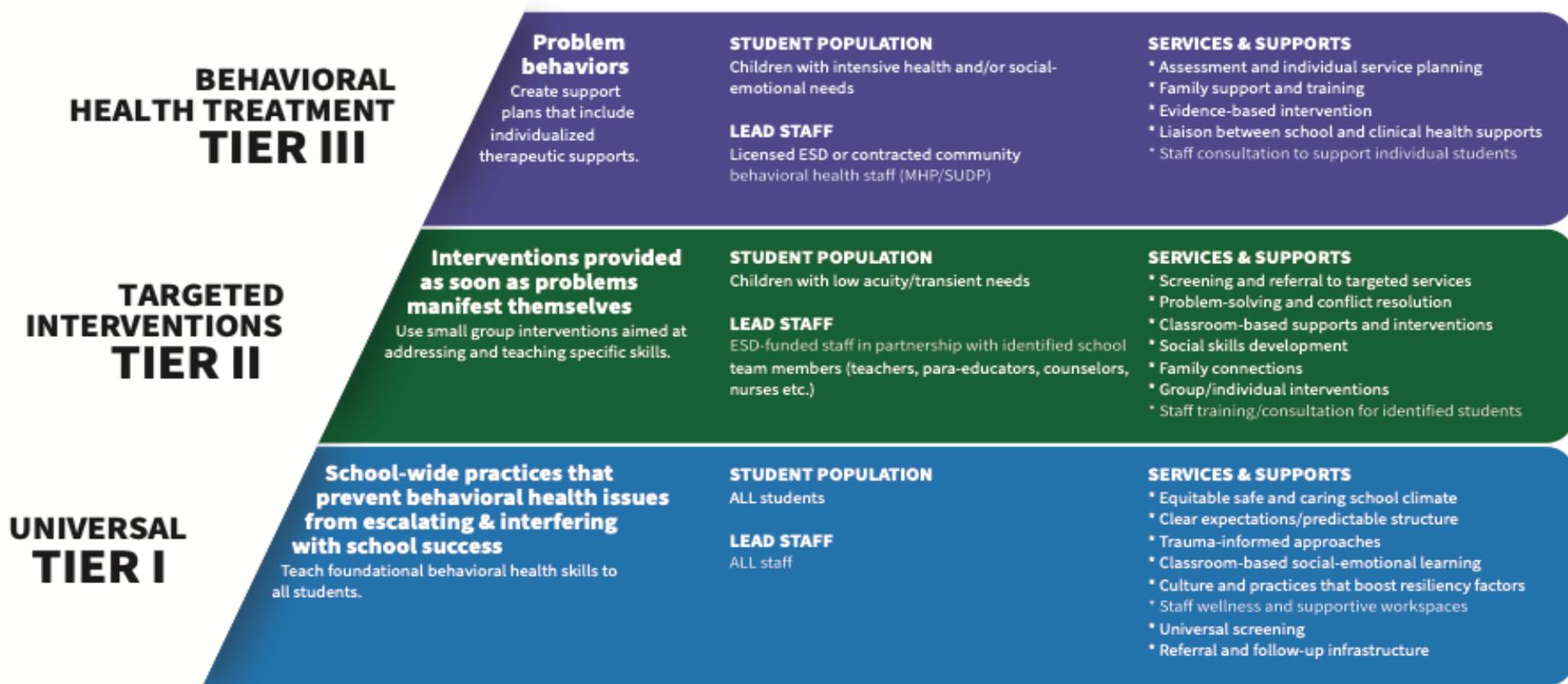
- [Center on PBIS Website](#)
- [Supporting Schools During and After Crisis](#)
- [Opioid Crisis and Substance Misuse](#)
- [Topical Issue Brief: Intervention IDEAs for Infants, Toddlers, Children, and Youth Impacted by Opioids](#)



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Introduction of Practitioners

ESD 113 Comprehensive Student Assistance Program Services



SCHOOL-BASED BEHAVIORAL HEALTH SYSTEM OF CARE INDICATORS & DATA-BASED DECISION-MAKING

School Leaders & Staff	School Culture	Families & Community	Students
<ul style="list-style-type: none"> • Specialized training examples • Behavioral health first aid • ACEs awareness • Social and emotional learning • Universal design for learning training on the framework to improve and optimize teaching and learning for all people • Trauma-informed support system • Increased attention and awareness to disproportional discipline practices • Enhanced policies, procedures, and practices to address at-risk students 	<ul style="list-style-type: none"> • Connecting at-risk students with systems of support • Curriculum in the school addressing violence prevention, problem-solving, empathy, GRIT, and/or resilience • Increased trauma awareness and sensitivity across the school supporting students in feeling physically, socially, emotionally, and academically safe • Healthy, safe, and trusted school environment that is maintained and sustained 	<ul style="list-style-type: none"> • Increased social and emotional awareness • Opportunities for learning to ALL • Increased resources to enhance family and community supports to students • Increased behavioral health awareness by family and community • Advocacy and awareness to address social norming regarding substance abuse • Parents and community involved in schools 	<ul style="list-style-type: none"> • Improved attendance and GPA • Increased high school graduation • Decreased suspensions and expulsions • Increased course completions • Reduced involvement with justice system and child protective services • Increased supports for at-risk students • Increased early warning systems to connect students to supports • Increased early detection of behavioral health issues and connections to behavioral health systems

For more information contact:

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Oklahoma State Department of Education

School Climate Transformation Grant

Elizabeth Suddath, MPH

Executive Director of Prevention Services
and OK Climate Transformation
Student Support Department
Elizabeth.Suddath@sde.ok.gov



OKLAHOMA
Education



Oklahoma School Climate Transformation



2018

Grant Awarded

The Oklahoma State Department of Education was awarded funding for five years in 2018.



5

Team Members

The number of team members funded by Oklahoma SCTG.



19,627

Statewide Training

The number of educators trained statewide by SCTG team since 2018.



725

Coaching, TA, & Meetings

The number of one-on-one coaching events, school training, and LEA team meetings since 2018.



1588

Opioid Prevention

The number of students trained in Operation Prevention in 2021.

Mental Health & Substance Use and Abuse Prevention Education in Pasco County



Mental Health

- 8 Modules in MyLearning (Canvas) for all 7th-12th grade students.
- Mental Health Module Organization
 - 24/7 Student & Teacher Support (email, chat and phone).
 - Self-Paced Course for Students.
 - “Pop Up” trigger warnings throughout online course.
 - Courses are monitored by Homeroom teacher and School Mental Health Team (Nurse, Social Worker, Counselor, and School Psychologist) at each school site.
- 6th graders will receive instruction through M/J Health - Grade 6 coursework.
- K-5 - Social Workers and Mental Health Team work closely with Admin at each school for implementation.

Substance Abuse

- K-5 Implementation
 - Red Ribbon Week Activities (Themed Days)
 - Integrated classroom lessons (Teacher & School Counselor)
 - PBIS
- 6-12 Implementation
 - 6th Grade - Required Health Course curriculum
 - 9-12 - HOPE Course (Graduation Requirement)
 - PBIS in Middle Schools.
 - 2 Modules - Built into MyLearning course.
 - Students will access the EverFi course on Prescription drug safety & Alcohol EDU Course.
 - Red Ribbon Week activities.
 - Prom Promise.



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Panel Discussion

LESSONS FROM THE FIELD



Closing Polling Question

4. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Mental Health and Wellness for Faculty and Staff
- Mental Health for Students
- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Vaccinating Students, Faculty and Staff
- Re-engaging Students
- Early Childhood
- Higher Education
- Nutrition and Wellness



Feedback Form

DEPARTMENT OF EDUCATION
SAFER SCHOOLS AND CAMPUSES
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Lessons from the Field - Returning to School: Strategies for Reengaging Students

Thank you for attending the webinar, *Lessons from the Field - Returning to School: Strategies for Reengaging Students*, on August 11, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- Not At All Knowledgeable
- Somewhat Knowledgeable
- Very Knowledgeable

2. Overall this webinar was a good use of my time.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

3. This webinar improved my understanding of the covered topic.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

[HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION14](https://www.surveymonkey.com/r/LFTF_SESSION14)



Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>